



Pupil Premium Strategy 2018-2019

In April 2011, the Government introduced Pupil Premium and Service Premium funding to schools to provide additional funding for those who were considered at a disadvantage in attaining the same as their peers academically. Disadvantaged pupils refers to those pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

Harestock Primary School prides itself on striving to ensure that all pupils have the support and opportunities to achieve their full potential. Within the school, the funding provided by Pupil Premium budget is used in a variety of ways for this identified group of pupils to ensure that barriers to learning are targeted.

1. Summary Information:

Number of Pupils & Pupil Premium funding 2018-2019	
Total number of children on role	249
Total number of pupils eligible	48 EVER6 & 48 Service
Amount received per pupil	£1600 & £400
Total amount of PP funding received	£63,360 & £14,400
Date of most recent PP review	£80,060

	Those working at age related expectations or better in reading	Those working at greater depth in reading	Those working at age related expectations or better in writing	Those working at greater depth in writing	Those working at age related expectation or better in maths	Those working at greater depth in maths
Year 2 PP	67%	0	60%	0	50%	0
Year 2 non PP	80%	22%	80%	9%	77%	14%
The Gap	-13	-22	-20	-9	-27	-14
Year 6 PP	45%	0	45%	0	16%	0
Year 6 non PP	80%	46%	88%	8%	84%	36%
The Gap	-45	-46	-43	-8	-68	-36

3. Barriers to future attainment (for pupils eligible for PP)

When identifying barriers to learning, we consider the following for individual children and cohorts.

In school barriers:

A	Oral language skills are underdeveloped in some children
B	Independence / Growth Mindset - some children lack resilience, self-belief, confidence and self-esteem to have a go without support
C	Social and emotional issues - 'readiness' for learning is disadvantaged for some children
D	High attainment pupils need to make more progress than other pupils especially across the Juniors
E	Cognition & learning- Additional learning needs / gaps in their knowledge exist for some children
F	Access to reading is lower for some pupils

External Barriers:

G	For some children attendance is below 95% and/or lateness may be an issue
H	For some children the family expectations or circumstances can impact negatively on children's learning and ability
I	For some children there is lack of Parental engagement and low attendance at school events and information sessions / support for home learning such as reading

As a school we have identified our own risk of underperformance so that we can respond appropriately. We have also identified that some of our pupils have lower results on entry. Therefore, early identification and intervention is vital to help not only our disadvantaged but all pupils, achieve.

Each Pupil Premium child has a Personal Plan which records the barriers to learning, support and provision such as interventions and other areas of support given and how costings are apportioned. Pupil progress meetings identify any new needs and discuss the impact of support. These are revised accordingly on a termly basis.

4. Outcomes for Internal Barriers: See table below - projected use of funding for 2018-2019

Projected Use of Funding for 2018-19	How funding is used: Intended Objectives & Reasons Why.	Actions to track (& Intended Impact)
B) CPD training around how to motivate disengaged PP children £3000	That INSET for staff related to Education Endowment Foundation summary of recommendations improves metacognition and self-regulated learning That staff training for Maths and English for subject leaders is disseminated across the school so attainment and progress for PP children improves <i>To ensure all children are motivated and engaged with their learning and can make the expected attainment.</i>	<ul style="list-style-type: none"> • AJ with NB deliver PP CPD for all staff • PP conferencing to take place with class teachers, HT & DHT to ascertain where they need to support. (termly) • Regular communication between HT /DHT and class teachers - re individual pupils' needs, pre-teaching materials, learning to consolidate, sharing of resources • Team leaders have good knowledge of progress of PP children through their termly pupil progress meetings. • HT/DHT meet with teachers at each term for pupil progress meetings - discussion regarding individual pupils including those in receipt of PP and how booster sessions could improve outcomes.

Projected Use of Funding for 2018-19	How funding is used: Intended Objectives & <i>Reasons Why</i> .	Actions to track (& Intended Impact)
<p>A, B, C, D, E) Class teachers & LSAs provide high quality in class support and focus interventions</p> <p>£60,000</p>	<p>That 1:1 and/or small group interventions are planned to cater for individual needs (i.e. spelling, reading, handwriting)</p> <p>That targeted support within lessons improve understanding of learning in reading, writing and maths</p> <p>That consolidation of learning is available in class - time for practise and application of skills</p> <p>That pre-teaching prepares pupils for future learning in order to build confidence and give higher level starting points to learning.</p> <p>That pre-teaching includes pre-reading of texts in English, research for writing units, key vocabulary, concepts in SPAG and maths calculation strategies and terminology</p> <p>That priority reading with an adult is available to pupils who are unable to read at home</p> <p>That the new tracking of pupils who are also on SEN register improves outcomes further - teaching tailored to needs of pupils in specific domains</p> <p>That pupils who are on SEN register and in receipt of PP have their individual targets reviewed regularly and aspirational targets are set for their progress</p> <p><i>To ensure all children have gaps in their learning addressed and can make the expected attainment.</i></p>	<ul style="list-style-type: none"> • Regular meetings with SENCO(HT) & DHT- review of interventions, reshaping of groupings and focuses, sharing of ideas and resources • SNAs and SENCO review - careful planning of interventions to be completed each half term • LSAs record and provide evidence of outcomes and plan for next steps • SENCO observes interventions and provides feedback regarding strategies, next steps, resources • Clear communication between teachers and LSAs - expectations within lessons • LSA timetables carefully planned - making best use of morning work, registration and afternoon intervention time for pre-teaching and consolidation of learning • Close communication between LSAs, teachers and Inclusion team to track pupils with attendance and/or punctuality issues. SLT to address concerns with parents and develop action plan as necessary • Teachers and LSAs liaise with HT/DHT/SENCO and regularly update tracking for pupils with SEN • Regular review of groupings and re-shaping of focus as required • Data analysis at the end of each term identifies pupils whose progress is causing concern and to review successes

Projected Use of Funding for 2018-19	How funding is used: Intended Objectives & <i>Reasons Why.</i>	Actions to track (& Intended Impact)
<p>D, E) Purchase of support Materials</p> <p>£3300</p>	<p>To continue to raise attainment and help children reach ARE in English and Maths by using Matheletics and Spelladrome</p> <p>That pupils are fully supported by learning resources being made available to them by utilising homework club (Juniors)</p> <p>That pupils enjoy using resources such as iPads to complete games/tasks that consolidate learning</p> <p><i>Children will be more motivated and engaged with their learning and have a higher chance to make the expected attainment.</i></p>	<ul style="list-style-type: none"> • Pupils regularly asked for ideas about how to spend funding - School Council • Teachers and LSAs made aware of apps available to support different areas of need • More PP children access homework club and complete homework • ICT is used in EMA through the week and outcomes monitored and reviewed to ensure progress is being made
<p>A) Purchase of Reading Books</p> <p>£1000</p>	<p>To continue to raise attainment and help children reach ARE in English - Reading (or for some children are exceeding ARE)</p> <p>To ensure pupils are fully supported by learning resources being made available to them in particular 'e-books' being used at school and home</p> <p>That a range of high quality texts extend children's language and support for writing by teachers using 'Text Drivers'.</p> <p><i>Children have a higher chance to meet age related expectations by being exposed and having experiences of a wider range of quality text.</i></p>	<ul style="list-style-type: none"> • E-books purchased for greater access to reading materials at home • Class teachers monitor how frequently PP children access e-books and give feedback / encouragement when needed • Teachers plan to use text drivers more often in guided reading sessions to ensure age appropriate quality reading material is used
<p>B, C) Funding for ELSA and FEIPS support for vulnerable pupils</p> <p>£4500</p>	<p>To ensure that children have the tools to deal with their emotions and feelings and raise self-esteem.</p> <p>To provide dedicated time and support (1:1 and group) to help build pupils emotional development</p> <p><i>To improve the self-esteem, social skills and behaviour of identified pupils leading to increased confidence and attainment in the classroom</i></p>	<p>ELSA sessions and Counselling sessions to continue for specific children when needed</p> <p>ELSA to provide support weekly to all Year 5/6 children through mindfulness and resilience training</p> <p>Regular opportunities for ELSA to feedback to relevant staff and parents necessary information</p>
<p>A, B, C, D, E) Cover for teachers to deliver feedback time to focus PP children.</p> <p>£1500</p>	<p>Improved learning outcomes in reading, writing and maths</p> <p>That pupils gain in confidence with talking about their work and teachers gain an understanding of any issues that may be impacting on their progress.</p> <p><i>Research has highlighted the significant impact this kind of feedback has on children's progress and self-esteem</i></p>	<p>SLT meet with teachers at each term for pupil progress meetings - discussion regarding individual pupils including those in receipt of PP and how feedback sessions could improve outcomes</p> <p>Teachers released during their term in focus for pupil feedback, to hold pupil conference sessions so these children make the most progress possible</p>

5. Outcomes for External Barriers:

Projected Use of Funding for 2018-19	How funding is used: Intended Objectives & <i>Reasons Why.</i>	Actions to track (& Intended Impact)
<p>G) H) Home school link worker support in place full time / SENCO support</p> <p>£5000</p>	<p>To improve PP attendance to more than 96%</p> <p>To work together with parents to ensure children attend school every day</p> <p><i>Children need to make use of all the teaching and learning opportunities which exist so gaps in learning are closed. This means attainment for PP children can be as good as possible.</i></p> <p><i>Good open communication between home and school encourages positive relationships where children and parents feel valued and listened to. This in turn will lead to children being more ready to learn in class.</i></p>	<p>Continue to work with focus families around attendance and how to support them.</p> <p>Ensure parents know about systems for absence and consequences via leaflets and letters</p> <p>Inclusion Team to continue to be a visible presence on the playground before school daily to talk to parents as soon as the need arises</p> <p>Parents understand the importance of their child being in school on time</p> <p>Individual cases of lateness reduced.</p> <p>Contact made monthly for regularly late pupils by Inclusion team</p> <p>PP attendance is at least 96%</p>
<p>H) Opportunities for Parental support through attendance of workshops and information sessions & support for home learning being maximised</p> <p>£1000</p>	<p>For parents to be better equipped to support learning at home</p> <p>For parents to have a better understanding of improvement areas and teaching strategies</p> <p><i>Parents will be able to more confidently support their child's learning at home and has an increased communication and understanding of the school curriculum.</i></p>	<p>Purchase Home-school app for mobile devices and implement across all parents</p> <p>Keep website / app up to date with reminders and messages</p> <p>Increased parental engagement and support at home which is seen in progress of children, especially with homework and taking part in 'events' through the year.</p> <p>Parents able to engage with school, staff and feel more involved</p>
<p>H) Funding for school Trips / residential / music</p> <p>£900</p>	<p>FSM Pupils are able to participate fully in school trips and residential trips</p> <p>Learning is supported by trips that are carefully planned to enhance the school's curriculum</p> <p>Talent, skills and efforts in non-academic subjects are celebrated and develop self-confidence</p> <p><i>Social skills, independence, perseverance and team-work are developed through participation in group activities and over-night stays on residential</i></p>	<p>Information for Year 6 parents about available funding</p> <p>EB to liaise with parents and HT regarding specific requests for funding</p> <p>Teachers made aware of funding available - can approach parents if appropriate</p> <p>Annual analysis of number of pupils who have taken part in clubs / music lessons to determine if uptake is high enough</p> <p>EB to arrange funding (as appropriate) for musical tuition and instruments,</p>

6. Review and the outcomes of the Strategy 2017-2018 £92,740

Quality of teaching for all			
Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)
Attendance rates for PP children to be at target or above 96% in line with the school by the end of the academic year.	Monitor attendance daily, CB now inputting registers on to SIMs to pick up any trends quickly and act on them. Closer monitoring of <90% attendees.	Currently PP attendance is 95.63% which is 0.38 below National. However the impact on the whole school has meant a rise to 96.3% which is in line with national. Spring of 2017 - 30 children (10.7 %) had an attendance of 90% of lower Up to 29/3/ 18 children across the whole school (6.9%) had an attendance of 90% of lower End of year PP attendance is 96.8% End of year 17 children across the whole school had an attendance of 90% of lower	This approach to monitoring absences, is showing areas of improvement term on term. Ofsted recognised the positive impact this monitoring was having on attendance as a whole school.
B) Appropriate provision in place for those pupils causing concern, so that SEND pupils secure strong progress given their needs and abilities.	1:1 interventions and small group support using pre teaching techniques follow up in the afternoons with targeted 1:1 consolidating class teaching. Additional LSA support in Y5 maths.	The PP children who are on the SEN register made an average of a ratio 3 gain in reading. They also had an average of 3.2 ratio gain in their maths ages. This has led to all the children in the SEN register and PP having increased percentage gains on the 3BM sheets. Individual case studies are available.	All these strategies that are in place have had a positive impact on the children's learning and we will continue to use this approach. Monitoring outcomes at the end of each term. A more rigorous PPM with SLT has meant teachers are more prepared to address children's gaps using 3BM. This will continue as well as colour coding termly outcome sheets for impact of intervention.
C) Improve outcomes for the most able PP children to secure GD working in reading Y4 and maths in Y5 and Y6	Interventions/small gp support, to work further to challenge learning. Mastery in maths curriculum with more opportunities for more able children to experience challenge and greater depth.	Most children who have the potential to be Greater depth are on track to be greater depth by the end of the year. OFSTED validated more-able provision in maths being good during inspection in terms of task design and challenge.	The budget has changed how children are split for maths teaching from Sept 2018. There will be no additional teacher so all maths taught mixed year group across the school. White Rose planning being used to ensure challenge is available for the teachers. This continues to be monitored by the maths manager.
Di) Increased spelling	Launch Spelladrome programme	Whole school average score out of 20 End of Year	All children use software at school and at

<p>levels</p> <p>B+Dii) Increased maths attainment</p>	<p>across the school - Targeted children learn spelling through SOS strategies. Implementation of maths mastery curriculum, securing class based learning. LSA support maths lessons for targeted children accessing learning including additional support in Y5</p>	<p>Year 1 = 14.3; Year 2 = 13.8 but 11 in SATs test Year 3 = 9.4 Year 4 = 11.8 Year 5 = 10.3 Year 6 = 11.7 SATs test</p> <p>SEN Year 5/6 spelling age increase average April 2018 = 7.4 months</p> <p>As B</p> <p>End of Year for Year 6 PP children Maths at expected + below national and HCC with an improvement of 10.1% more than HCC year on year. Maths Ave. SS below National and HCC with an improvement of 2.0pts from last year compared to 0.5pt improvement by HCC Maths progress is -3.9 (improvement from -6.0) which is significantly below National and below HCC which is -1.5.</p> <p>EVER6: 46 children across the school have starting points so progress can be ascertained using end of KS1 results or end of Year R results. Year 1 Read, Write, & Maths, Year 2 Read, Write & Maths, Year 3 Read, Write & Maths and Year 4 Write & Maths 100% of children made expected progress. Reading whole group- 70% made expected progress Writing whole group- 78% made expected progress Maths whole group - 74% made expected progress</p>	<p>home.</p> <p>Participation has increased through the year.</p> <p>Continue with targeted phonics teaching in the Infants and from Sept 2018 specific catch up for Year 3s not secure with all Infant key words.</p> <p>Continue with Pupil Premium children being a school Improvement focus but introduce personal action plans for each child to target the whole child, including readiness to learn and emotional resilience.</p>
<p>Targeted support</p>			
<p>A) Increased attendance rates.</p>	<p>Inclusion team tasked to monitor all children's attendance.</p>	<p>Whole school attendance has risen to 96.3% which is in line with National average. Instances of late marks are significantly reduced. Autumn term 2017=246 occasions reduced to 165 occasions for the Spring term reduced to 117 occasions for the Summer term. 56 children were late during the Autumn term reduced to 42 children in the Spring term, reduced to 28 children for the Summer term. Whole school approach to attendance has been taken. Spring term 2018 showed that 102 children had an attendance of 100% compared to 35 children Spring term 2017.</p>	<p>The whole school attendance is rising and lateness is decreasing. With using this way of monitoring the arrival of the children it has had a very positive impact on communication between the Inclusion team and parents.</p>
<p>E) Gaps for Service Children</p>	<p>Assessment of the incoming</p>	<p>All service children have increased their % on 3BM sheets. A</p>	<p>Prior usage of this system has been proven to</p>

<p>are identified and closed.</p>	<p>Service child's learning using standardised testing for reading and comprehension and number screen in maths</p>	<p>small number of the Service children are on our SEN register and have been receiving specific afternoon interventions. These children were picked up immediately because of our assessment routine, which has shown itself to be effective and has been rolled out across the school for all new arrivals, not just service children.</p> <p>Governors and SLT, with teachers, track service children attainment and progress at the end of each term. Attainment and progress % range from 60% on track for ARE to 100% of service children across Year 1 - 6</p> <p>At the end of Year 6 attainment was above National average for Reading, Writing and Maths and Progress for Reading and writing was above National and in line with National for maths. 37 children across the school have starting points so progress can be ascertained using end of KS1 results or end of Year 2 results.</p> <p>Year 2 Read & Write, Year 4 Write & Maths and Year 6 Read, Write & Maths 100% of children made expected progress</p> <p>Reading - 76% of children made expected progress Writing - 92% of children made expected progress Maths - 84% of children made expected progress</p>	<p>be successful due to the transient nature of service children we have identified this as a key barrier to service children reaching their full potential and needs to continue.</p>
<p>F) Children with refugee status or new to the country settle and immersed in rich language, and reach more of the objectives relevant to their stage of learning.</p>	<p>1:1 support by a LSA dedicated to supporting the children with refugee status and additional EMTAS sessions each week</p>	<p>The Refugee children are continuing to learn and thrive. Their attainment is monitored closely and afternoon support is given to improve further their reading ability, addressing maths gaps in knowledge and developing social and emotional elements to learning. .</p>	<p>Funding was pertinent for successes to be accelerated for these children due to 1-1 sessions through the weeks and increased EMTAS support in their home language.</p>

7. How will the school measure the impact of the Pupil Premium Strategy 2018 -2019?

The **Standards team** which includes the Deputy Headteacher, Headteacher, SENCo and Team leaders meets on a regular basis (every 4 weeks) to discuss how to support children but with the main emphasis on Pupil Premium.

Pupil Premium is a priority objective under this year's School Improvement Plan - Outcomes for Children: *To improve outcomes for 1) Pupil Premium children in reading, writing & maths through targeted provision within classroom provision and additional support and the impact of this is being monitored, evaluated and adapted so that each child will make good progress*

and

Leadership & Management: *For leaders at all levels to: 1) have an excellent understanding of the targeted provision within classroom provision and additional support for pupil premium children and the impact of this is being monitored, evaluated and adapted so that each child will make good progress*

A cycle of assessment, data collection, monitoring and tracking of each cohort's progress and achievement will be used to inform Pupil Premium progress. This will also inform any changes to interventions or strategies that will need to be made.

At each Pupil progress meeting the HT & DHT will feedback on data and the impact of actions will be reviewed. When reviewing the groups to be targeted for specific interventions other pupils across the school may also be selected to join the groups if they have similar needs and it is deemed that they would benefit from the intervention.

The Governing body will monitor the impact of intended actions on a regular basis.

Pupil progress meetings are held and personal plans are analysed at pupil progress meetings on a termly basis to monitor the impact and address accordingly.